

A person wearing a light blue dress is holding a large, round, ornate mirror. The mirror reflects a scene of bare, dark trees against a pale sky. The background is a textured, teal-colored wall. The overall mood is contemplative and artistic.

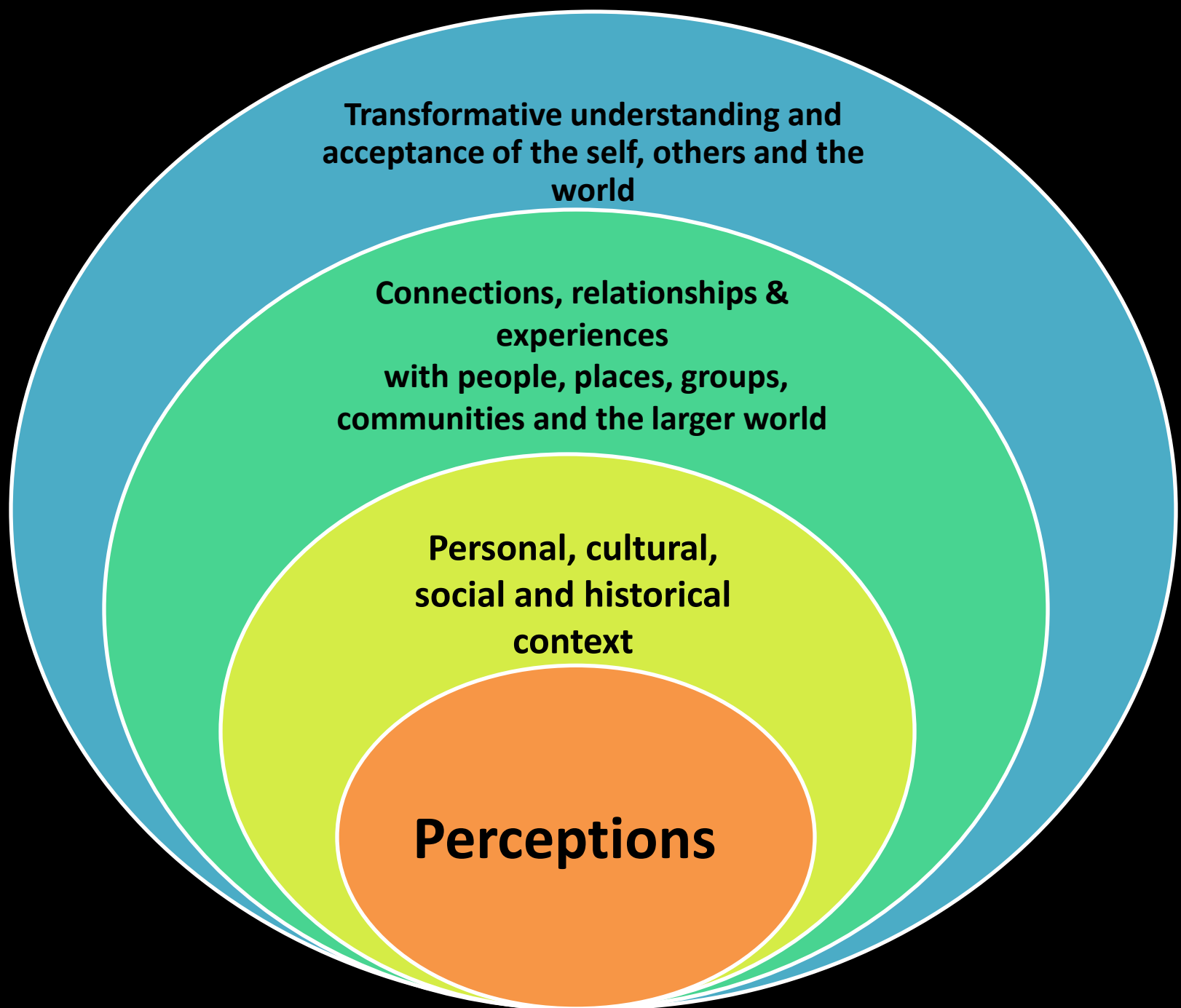
AOS Belonging

Karen Yager Knox Grammar School



The Rubric

- **Perceptions** and ideas of belonging, or of not belonging, vary.
- These perceptions are shaped within personal, cultural, historical and social **contexts**.
- A sense of belonging can emerge from the connections made with **people, places, groups, communities and the larger world**.
- Students may consider aspects of belonging in terms of **experiences and notions of identity, relationships, acceptance and understanding**.

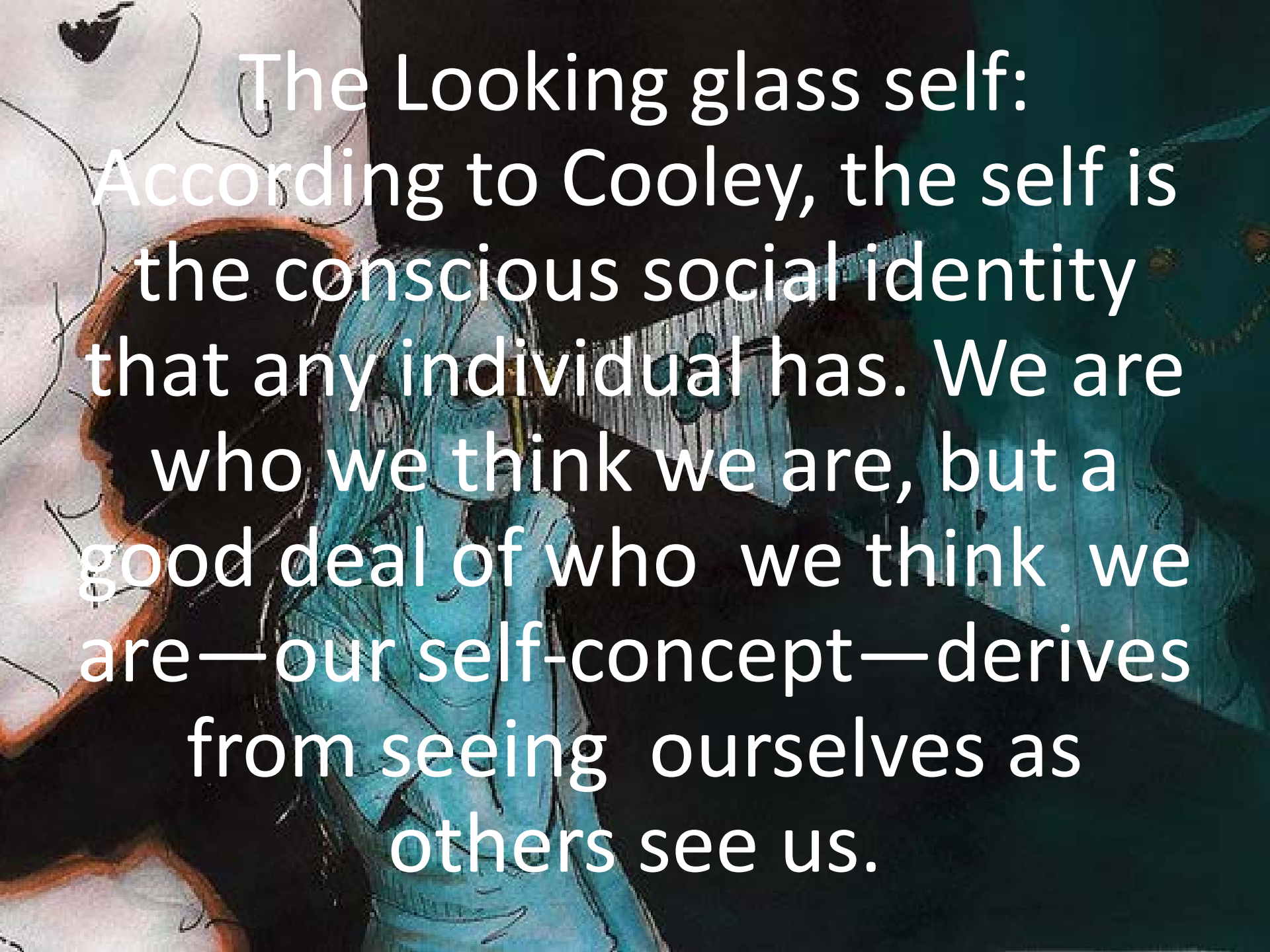




*'People only see what they
are prepared to see'*

Emerson.

How an individual responds to a
belonging is contingent on how
they view the world based on
their assumptions, perceptions,
context and values.

The background is a complex, surrealist painting. On the left, a large, pale, almost white face with dark, thin-lined features (eyes, nose, mouth) is partially visible. In the center and right, a figure in a blue suit is depicted, appearing to be in a state of distress or contemplation, with one hand near their face. The overall color palette is dominated by pale pinks, greys, and a deep, dark blue. The text is overlaid in a clean, white, sans-serif font, centered across the image.

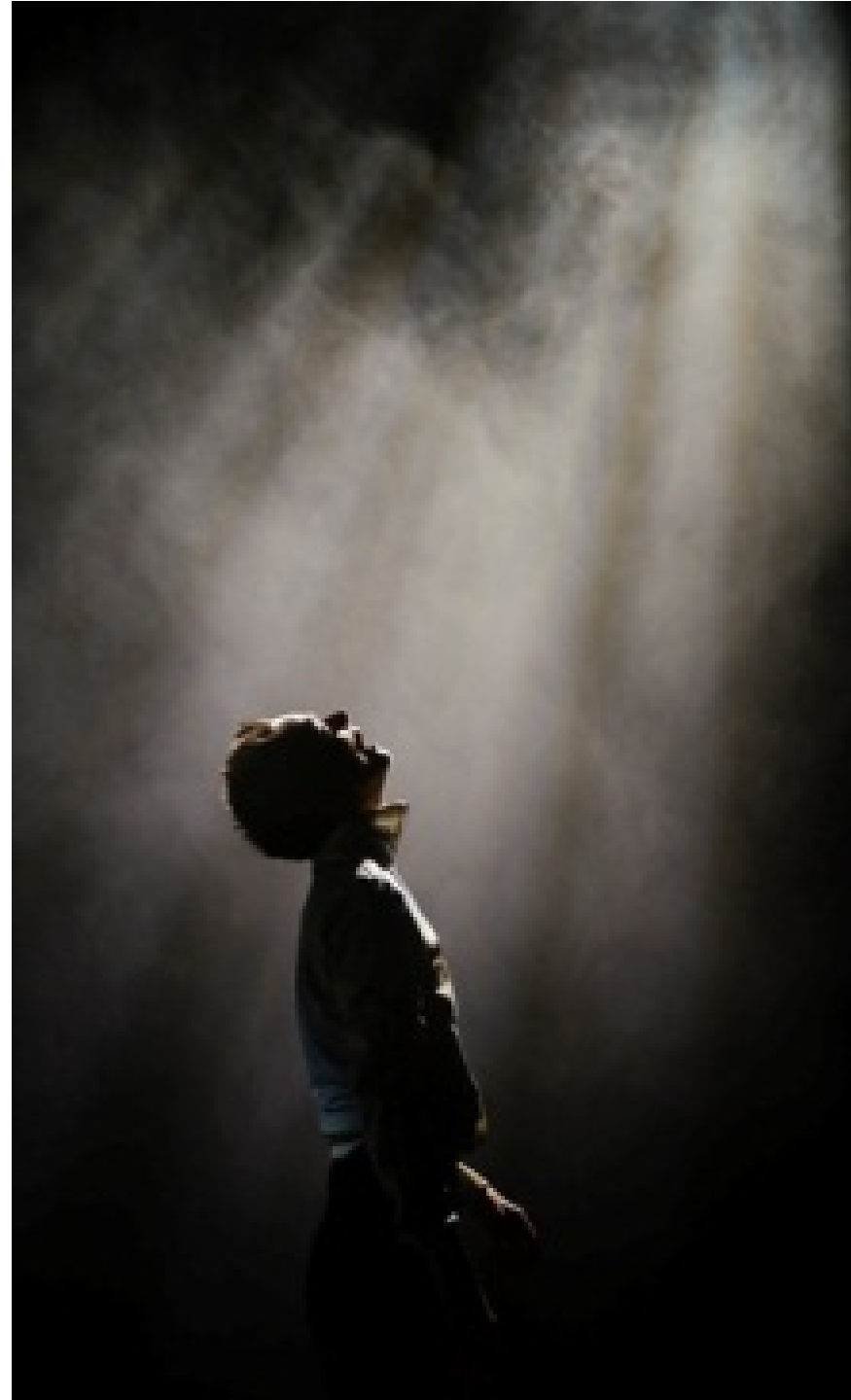
The Looking glass self:
According to Cooley, the self is
the conscious social identity
that any individual has. We are
who we think we are, but a
good deal of who we think we
are—our self-concept—derives
from seeing ourselves as
others see us.

The Concept of Belonging

- How do you view the notion of belonging?
- Do the texts invite you to belong to their worlds?
- How do the texts represent the concept of belonging?
- How do your perception and assumptions about belonging compare with that of the composers you are studying?
- Has your perspective been challenged or altered?
- What lines of argument have you developed as a result?

Theses

- Essential to develop at least four overarching theses or points of view
- A synthesis of the ideas you have gathered about belonging.
- Apply to all sections of Paper 1.





Theses

The greatest barrier to belonging is the self: our perceptions, assumptions and degree of self-efficacy act as enablers or impediments.



Theses

Belonging comes from within rather than without. To belong is to be. We cannot belong until we understand ourselves.



A person is surfing on a wave under a bright sun. The sun is in the upper right, creating a lens flare. The water is dark green and blue, with white foam on the wave. The sky is blue with some clouds.

Section II

Reading Task

Section 1: Reading Task

GLOBAL STUDIES
NEW SOUTH WALES

- *“Strong responses demonstrated perception and insight into the **ideas** embedded in the texts and supported a thesis with effective **textual evidence**.”*
- *“Weaker responses simply described the content of either the written or visual without linking them”*
- *“A discussion which focused primarily on language techniques often restricted the candidates’ opportunity to demonstrate their understanding of the ideas in the texts or to develop their ideas effectively”*



- The ideas!
- Composer's purpose and attitude towards belonging
- **How** language features, form and structure represent belonging
- How you respond **personally** to the ideas in the texts.





Reading Task

- Use 10 minutes reading time to look for the **overarching concept** or theme about Belonging
- Interrogate the **questions**.
- Check the **mark value**
- **Support** answers with examples and specific quotations.
- Read the **rubric** – this tells you what is being assessed.



Approach

- Ask what the text is saying about the human experience to discover the overarching ideas.
- Interrogate the composer's purpose and intended audience.
- Find the emotive words or salient images first to uncover the meaning.
- Focus on the key techniques and their effect.



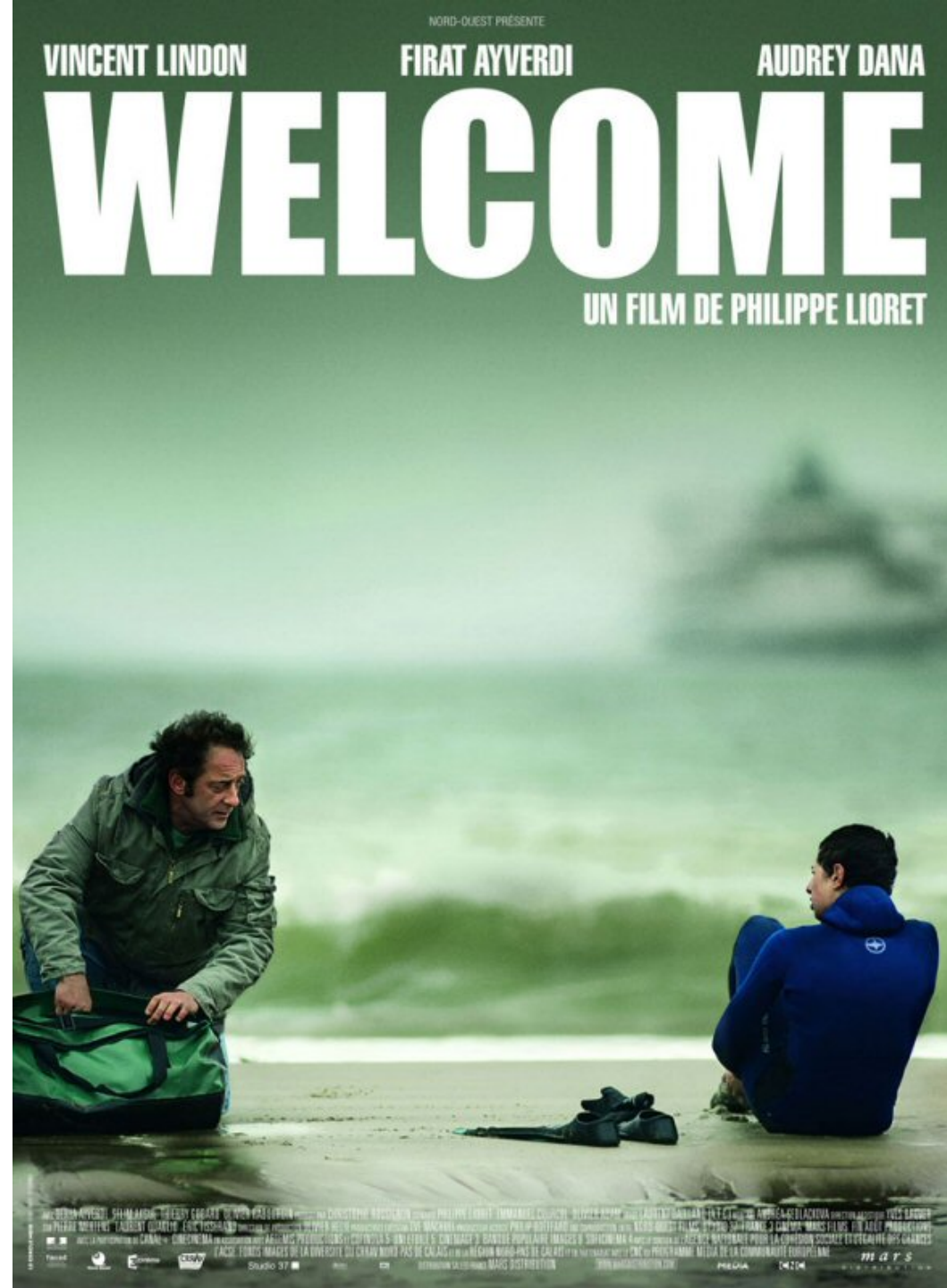


Synthesis Question

- A range of questions could be asked:
 - **Evaluative** (*In your opinion, which text was most effective in conveying an idea about belonging?*)
 - **Comparison** (*How did two of the texts convey different ideas about belonging?*)
 - **Concept** (*How did two of the texts reflect the importance of landscape to belonging?*)
- You need to write comprehensively (a page at the very minimum – two pages desirable).
- Discuss form and features of both texts supported by detailed references.
- You MUST address texts equally.

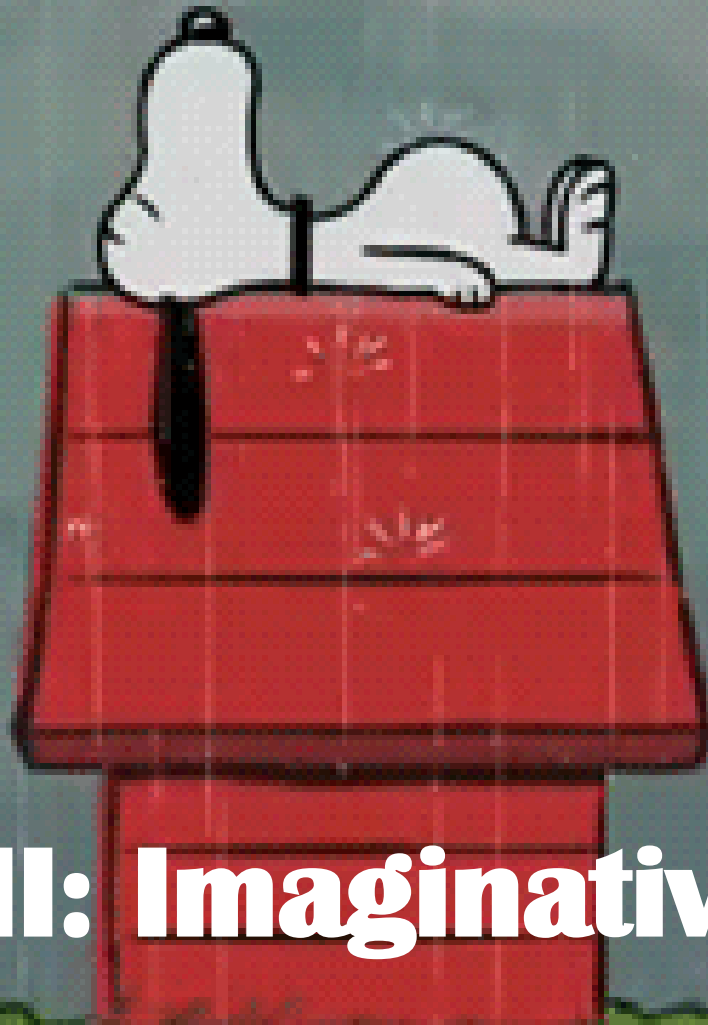


- Line of argument or **THESIS** in first topic sentence.
- Mini-essay
- Analyse HOW meaning is conveyed through form and language
- **INTEGRATE, COMPARE** texts within paragraphs.
- End with an **EVALUATIVE** statement.



'Nouns are the bones that give a sentence body. But verbs are the muscles that make it go' Mervin Block.

'Don't tell me the moon is shining; show me the glint of light on broken glass' Anton Chekhov.



Section II: Imaginative Response



Marking Centre Feedback

*“...demonstrated structural complexity, **cohesion**, the use of an authentic, sustained and engaging **voice** and took advantage of the opportunity the question presented to showcase **originality** and **perceptiveness**. The **mechanics** of language, punctuation, sentence structure and paragraphing were applied **skillfully** in these responses”*

Sound



- Sound: the vowels and consonants, and syntax - euphony, discordance, disruption
- Plosive or fricative consonants
- Long or short vowel sounds



The Verbs


- Muscles of writing
- Purveyors of meaning
 - polysemy
- *The orange streetlight from the window **latticed** him as he crossed the floor at a clip.*
- *Swallows **scissored** out from underneath the rafters.*



Imagery

- Visceral
- Gustatory
- Auditory
- Olfactory
- Focus on the look, sound, feel, taste...

'Around the watchers, the city still made its everyday noises. Car horns. Garbage trucks. Ferry whistles. The thrum of the subway. The M22 bus pulled in against the sidewalk, braked, sighed down into a pothole. A flying chocolate wrapper touched against a fire hydrant' (Colum McCann).

An abstract painting with a textured, watercolor-like appearance. The background is a mix of warm and cool tones, including yellows, oranges, reds, blues, and greens. There are several small, dark, circular shapes scattered across the composition, possibly representing eyes or other symbolic elements. The overall effect is one of depth and complexity, reflecting the theme of 'seeing with new eyes' mentioned in the text.

*The real voyage
of discovery is not
in seeking new places,
but in seeing with
new eyes.*

- Marcel Proust

Structure & Syntax

Paragraphing:

- Deliberately drives the pace, topic sentences, varying paragraph length such as a single sentence paragraph

Sentences:

- Lexical density and variety of beginnings and length, such as: complex, simple, compound, exclamatory and declarative sentences



Structure and Form

Structure and form:

- Cyclical
- Elliptical
- Flash back
- A fragment
- Intertextuality
- **Subtlety:**
 - Tension
 - Ambivalence
 - Pathetic fallacy





- The art of the first and last lines! - <http://www.stylist.co.uk/life/the-best-100-opening-lines-from-books>
- The details
- Verbal cinema: They could open their response with an extreme close-up and then draw back to a medium shot, and so on.





- Writing from experience
- Conviction
- Word choice
- Look into the mirror
*'Life, like a dome of many-coloured glass,
Stains the white radiance of eternity'*
(Percy Bysshe Shelley
'Adonais').



Place

- Eye for details
- Synaesthesia: colour, sound, smell...
- Imagery
- Authentic references
- Rich texts
- Pathetic fallacy





Characterisation

- Idiosyncrasies
- Voice
- Complexity
- Perspectives and values
- Back story
- How they move and act in the setting
- Dialogue and voice
- Relationships
- Actions and consequences
- Enlightenment



Approaches

- Memories – a window in to the past
- A [photograph](#)
- A talisman
- Packing the character's suitcase and taking them to another place
- A place, person, sport or experience that you connect with
- A headline or current event
- An object



Like I said, I didn't miss her. But she was an addiction of sorts, and like any habit, even once you break it there are still moments that nothing will replace. Like being so amazingly warm with her in your arms that you just want to laugh at the Winter that lives outside the windows. Like the image of her washing her hands at the kitchen sink for fifteen minutes, humming a tune and wearing nothing but pale pink cottons. Or the time we made love on the living room floor, with the background noise of two planes flying into two towers, and hoping our love would make us invincible, and keep us safe.'



- An object – detailed description
- Triggers a memory
- Transported to the time and place
- The people and what happened
- Back to the present – end with an epiphany

Section 3

Critical Response



The texts of your own choosing
become the discriminators for
your response.

Section III: Extended Response

- Must demonstrate understanding of key concepts and ideas of belonging from the rubrics and through the response to the texts
- Develop theses or lines of argument
- Choose texts that connect with concepts



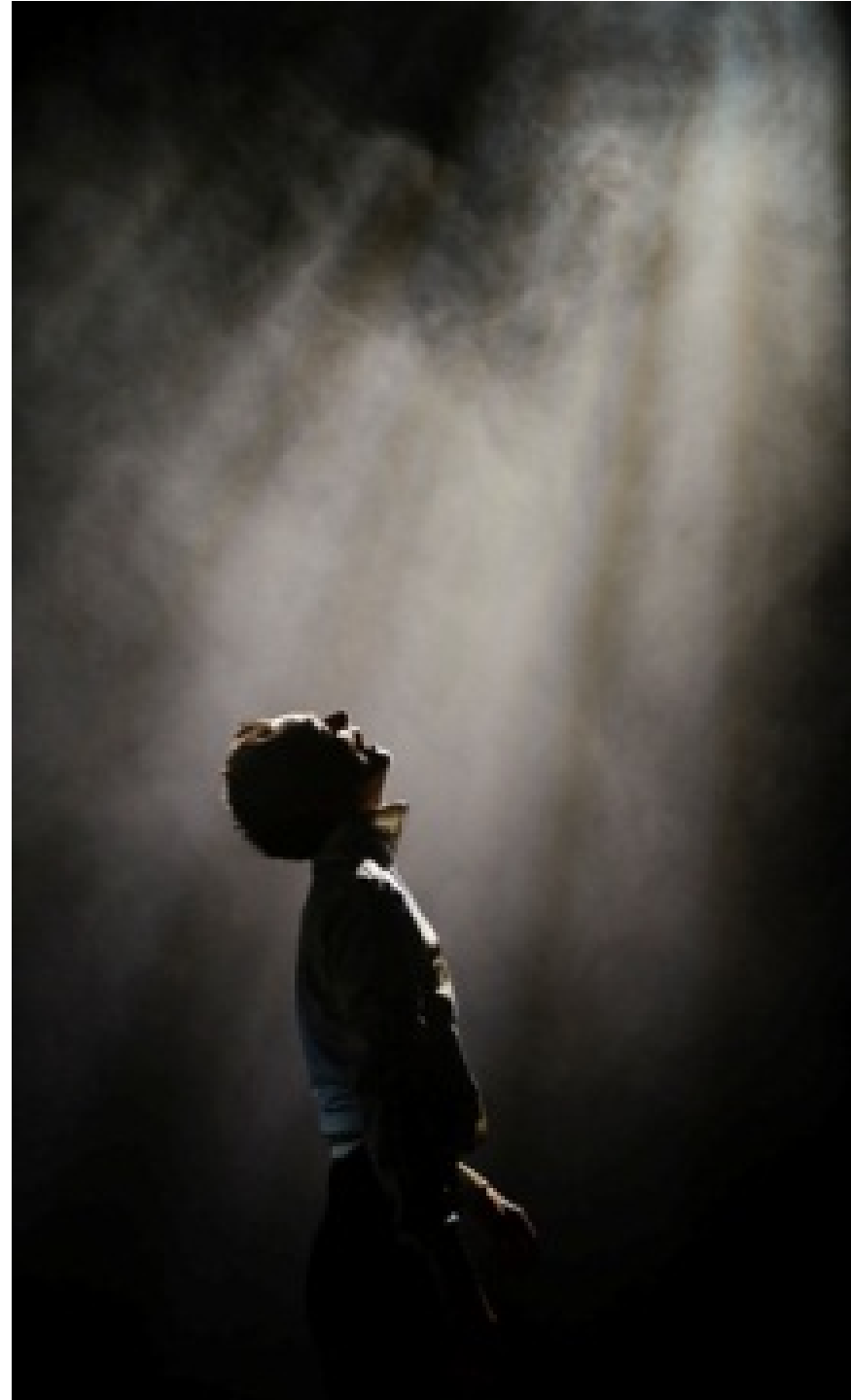
Extended Responses

- **Conceptual understanding:**
 - The thesis or line of argument
 - In response to the question
 - The framework and drivers for extended responses
 - Integrates the response
 - Support and challenge



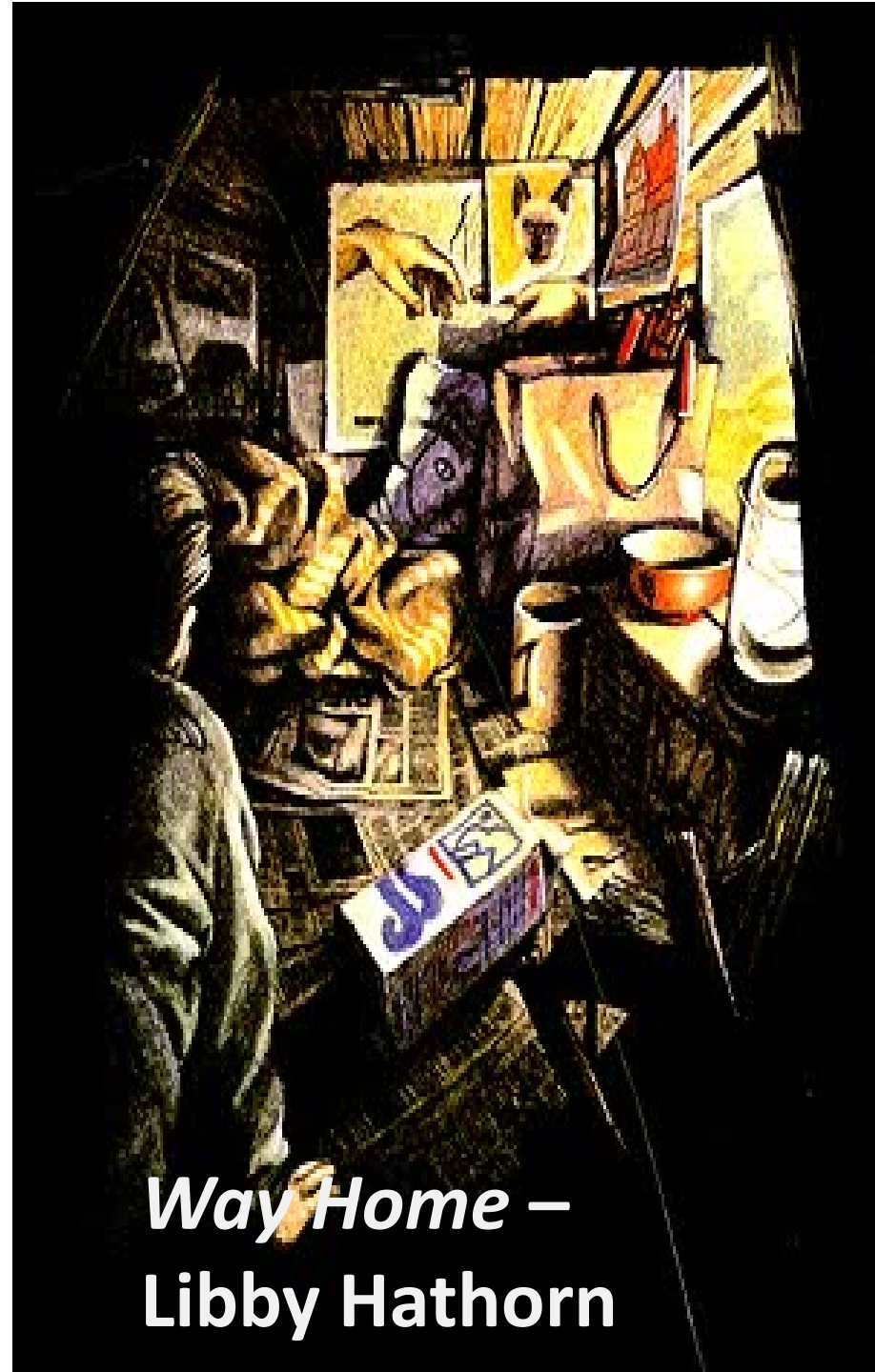
Theses

- Overarching thesis through the question to a specific line of argument.
- At least one or two supporting arguments or ideas used to further the thesis that address the question in the essay.
- Topic sentences that signpost the ideas.
- Integrated links to the ideas and texts.



Texts of own Choosing

- Discerning choice of related material that enhance and strengthen the argument through subtle comparison or stark contrast.
- Enable you to support and challenge the thesis and supporting ideas.
- The discriminator!!



Way Home –
Libby Hathorn

Related Texts

- *Apocalypse Now*
- *Black Balloon*
- (Paul Kelly) *Stories of Me*
- Tim Winton - *The Turning* (short stories)
- Nabokov – *Speak Memory*
- Collum McCann - *Let the Great World Spin*
- Thomas O'Malley – *This Magnificent Desolation*
- Ian McEwan – *Atonement*
- Arundhati Roy - *God of Small Things*



Related Texts

- 'Despair' & 'Scream' – Edvard Munch
- *Love and Honour* – Nam Le
- *Namatjira* – Scott Rankin
- *The Life Of Pi* – Yann Martel
- *The Bell Jar* – Sylvia Plath
- *Secret Lives of Others*
- *Skin*
- *Death of a Salesman* – Arthur Miller
- *Five Bells* – Gail Jones
- *Persepolis*
- Paul Harding - *Tinkers*

